

# **Standards-based IEP Sample Measurable Goals**

**English/Reading k-12**

**2003/2010 Standards of Learning**



**2011**

## Sample: Measurable English Standards Based IEP Goals for K

Kindergarten Goals	Strand/Standard Current (2003)	Strand/Standard New (2010)	Strategies/Ideas for Instruction
By the annual review of the IEP, the student will be able to use words to describe or name people, places, feelings, and things during group activities and teacher-directed instruction with 100% accuracy on 8 out of 10 trials.	Oral Language k.2	Oral Language k.2 (same)	TTAC Online SOL Enhanced+ <u>A Duck Goes...A Pig Goes</u> <ul style="list-style-type: none"> <li>• Read aloud story to discuss animal names and sounds</li> <li>• Brainstorming of animals in book and sounds they make</li> <li>• Student-created story tape</li> <li>• Listening centers</li> <li>• Computer zoo websites</li> <li>• Interactive White Boards</li> <li>• Computer-generated class books</li> <li>• Illustrations of class book</li> <li>• Picture sorts of animal types</li> </ul> <u>It's Round, Fuzzy, Yellow and It Bounces</u> <ul style="list-style-type: none"> <li>• Sensory exploration</li> <li>• Computer-generated pictures</li> <li>• Read aloud stories</li> <li>• Class-generated books</li> </ul>
The student will identify 8 signs/logos and read 70% of required K high frequency words with 100% accuracy on 8 out of 10 trials by annual review of the IEP.	Reading K.6	Reading K.6	TTAC Online SOL Enhanced+ <u>Today is...</u> <ul style="list-style-type: none"> <li>• Computer/word processing program to create calendar sentences</li> <li>• Interactive White Boards</li> <li>• Daily calendar</li> <li>• Music and movement (including days of the week or months of the year)</li> <li>• Books related to the weather theme</li> <li>• Word wall for weather-related descriptive words</li> </ul>

The student will be able to retell a story in correct sequence of beginning, middle and end with 100% accuracy on 8 out of 10 trials by the annual review of the IEP.	Reading K.8	Reading K.9 Reading K.10	TTAC Online SOL Enhanced+ <u>Telling and Retelling</u> <ul style="list-style-type: none"> <li>• Manipulatives representing key characters and/or key actions</li> <li>• Videotape to tape students retelling story</li> <li>• Puppets to portray characters</li> <li>• Clapping at certain points of story</li> <li>• Word wall of character words</li> </ul>
The student will correctly write and identify/name the uppercase and lowercase letters with 100% accuracy in 7 out of 10 trails by the annual review of the IEP.	Writing K.9	Writing K.11	TTAC Online SOL Enhanced+ <u>My First Writings</u> <ul style="list-style-type: none"> <li>• Pictures (to generate writing)</li> <li>• Dry-erase boards and markers or manipulative letters</li> <li>• Newspapers and magazines in a learning center</li> <li>• Brainstorming web</li> <li>• Picture-symbol program</li> <li>• Greeting card making</li> </ul>
Given an in-depth unit of study, the student will demonstrate his/her understanding of the printed information on 8 out of 10 questions (trials) with 100% accuracy by the annual review of the IEP.	Reading K.6	Reading K.6	TTAC Online SOL Enhanced+ <u>Mystery Bag</u> <ul style="list-style-type: none"> <li>• Sound/letter correspondence chart</li> <li>• T-Chart for examples and non-examples</li> <li>• Picture-symbol program</li> <li>• Models such as maps and globes</li> <li>• Talking word processing program</li> </ul>

## Sample: Measurable English Standards Based IEP Goals for 1<sup>st</sup> Grade

1st Grade Goals	Strand/Standard Current (2003)	Strand/Standard New (2010)	Strategies/Ideas for Instruction
By the annual review of the IEP, the student will be able to demonstrate comprehension of the story elements by completing a story map on a variety of fictional texts with 80% accuracy on 8 out of 10 trials.	Reading 1.7 Reading 1.9	Reading 1.7 Reading 1.9	<p>TTAC Online SOL Enhanced+ <u>Story Maps</u></p> <ul style="list-style-type: none"> <li>• Pre-reading strategy: Student makes predictions for student-selected material using the Response Form (Form A).</li> <li>• During reading strategy: Student reads to confirm predictions.</li> <li>• After reading strategy: Student chooses a <i>story map</i> procedure using Response Forms (Forms B-E), incorporating drawing and writing responses for: <ol style="list-style-type: none"> <li>1. Topic/main idea</li> <li>2. Characters, setting, important events.</li> <li>3. Beginning, middle, end of story.</li> <li>4. Who, what when, where, why and how questions.</li> </ol> </li> </ul> <p>Variations for differentiating lesson:</p> <ul style="list-style-type: none"> <li>• Have student read the book on a computer or listen to audio version of the story on tape or CD.</li> <li>• Have student use sticky notes or highlighter tape to mark sections of the book that focus on the targeted story map skills.</li> <li>• Have student use a picture-symbol word processing program or a talking word processing program to complete their story map.</li> <li>• Have students use graphic organizer software to record responses to their story map questions.</li> </ul>

When participating in group and independent activities, the student will be able to match spoken words to print, isolate consonant sounds at the beginning of words in context, and identify previously viewed words from text with 100% accuracy on 8 out of 10 trials with familiar text by midyear.	Reading 1.5	Reading 1.5 (same)	<p>TTAC Online SOL Enhanced+  <u>Read and Point</u></p> <ul style="list-style-type: none"> <li>• A variety of charts with poems, that contain high frequency words will be used for: <ol style="list-style-type: none"> <li>1. Modeled read-aloud.</li> <li>2. Choral and partner reading</li> <li>3. Pointing to beginning of words as reading from chart</li> </ol> </li> <li>• Individual copies of the poems will be used for “reading and pointing” with a partner, the teacher and/or individually and for students to identify words they know to add to their individual word banks</li> </ul> <p>Variations for lesson:</p> <ul style="list-style-type: none"> <li>• Highlighter pens or tape can be used</li> <li>• Font size or color can be modified on charts or individual copies</li> <li>• Sentence strips, white boards, overheads, active boards can be used for presentation of poems</li> <li>• Music and movement can be incorporated</li> <li>• Clapping between words can be used to reinforce the concept of a word</li> <li>• “Pocket Poems” can be used to provide opportunities to read poem aloud to others</li> <li>• Software that uses picture-symbol relationships and highlighting functions during independent practice can be used</li> </ul> <p>Additional Resource:  TTAC Online SOL Enhanced+ 1.5 Lesson:  <u>Put the Sentence Back Together</u></p>
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<p>The student will use complete sentences and appropriate voice level when answering questions, expressing ideas or retelling ideas/ events in a group setting, with 90% accuracy in 3 out of 4 trials, by the end of the second grading period.</p>	<p>Oral language 1.1 Reading 1.2 Reading 1.3</p>	<p>oral language 1.1 (Same) Reading 1.1 Reading 1.3 (Same)</p>	<p>TTAC Online SOL Enhanced+ <u>I'm Wearing Khaki Pants and a Blue Shirt;</u> and <u>Carter Likes to... I Like to...</u></p> <p>Both lessons incorporate students interacting with each other: one by creating sentences orally about what they are wearing and another about an activity they like. (Different topics can be chosen.) The following can be incorporated into the lesson:</p> <ol style="list-style-type: none"> <li>1. Questions and prompts to cue students' response</li> <li>2. Speaking in complete sentences</li> <li>3. Using descriptive language</li> <li>4. Retelling, changing language to fit (from "I" to child's name)</li> <li>5. Movement through tossing a ball or sorting by similarities/differences</li> <li>6. Printing each child's sentence for them to illustrate and make into a class book</li> <li>7. Posting students' responses on charts for choral reading</li> <li>8. Small or whole group participation</li> <li>9. Videotaping students' interactions</li> <li>10. Using drawings, clip art, choice boards for student responses</li> </ol>
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## Sample: Measurable Reading / Writing Standards Based IEP Goals for 2<sup>nd</sup> Grade

2 <sup>nd</sup> Grade Goals	Standard/Strand Current (2003)	Strand/Standard New (2010)	Strategies/Ideas for Instruction
By the end of the second grading period, when given a grade level reading passage with accommodations, the student will demonstrate comprehension by making and confirming predictions about content on 3 out of 4 collected work samples.	Reading 2.8	Reading 2.8 Reading 2.9 .	<ul style="list-style-type: none"> <li>• Partner students to share predictions</li> <li>• Students record predictions on sentence strips and class charts</li> <li>• Use what we <b>know</b>, <b>w</b>ant to know, and what we <b>l</b>earned"(KWL) chart to outline predictions, questions, and confirmations</li> <li>• T-Chart to make and confirm predictions</li> <li>• Graphic organizers with headings and text information</li> <li>• Small group activity to generate and compare predictions</li> <li>• Graphic organizers to organize small group predictions</li> <li>• Story mapping</li> <li>• Journal writing to make predictions and expand ideas</li> <li>• Journal writing to include student personal and reflective writing and ideas</li> <li>• Student generated writings and illustrations to share aloud</li> <li>• Talking word processing program.</li> <li>• Brainstorming web</li> <li>• Concept mapping to generate ideas</li> </ul>
By the third grading period, the student will read independently, recognize and understand the problem, the solution, and the main idea of a fiction passage with an average of 85% accuracy on 8 out of 10 reading samples.	Reading 2.8	Reading 2.8	<ul style="list-style-type: none"> <li>• Graphic organizer to sequence and organize events in a logical format</li> <li>• Student-generated small group chart outlining the problem, solution and main idea</li> <li>• Label main idea of paragraph</li> <li>• Student will identify and label the problem and solution of a reading passage</li> </ul>

			<ul style="list-style-type: none"> <li>• Student will demonstrate comprehension of locating problem, solution and main idea of fiction by retelling each in his/ her own words.</li> <li>• Classify information with drawings, charts and lists</li> <li>• T-Chart during read aloud</li> <li>• Infer meaning and paraphrase</li> <li>• Journal writing to include Q &amp; A, and summaries</li> <li>• Digital books</li> </ul>
By the end of the second grading period, when using assigned technology and/or paper pencil, the student will write stories, letters and simple explanations that include a beginning, middle and end, with 100% accuracy on 4 out of 5 writing samples.	Writing 2.11	Writing 2.12 Writing 2.14	<p>TTAC Online SOL Enhanced +:</p> <p><u>From Beginning to End</u></p> <ul style="list-style-type: none"> <li>• Journal writing for retelling each segment of the story</li> <li>• Graphic Organizers that include beginning, middle, and end</li> <li>• Storyboard with picture symbols to retell story read by teacher</li> <li>• Digital books</li> <li>• Read aloud stories</li> <li>• Talking word processor to assist students in composing a beginning, middle and end of a story</li> <li>• Symbols and pictures to represent parts of a story</li> <li>• Role play parts of the story</li> <li>• Foldable as an organizer to label beginning, middle and end of story</li> </ul> <p><u>Write Like This</u></p> <ul style="list-style-type: none"> <li>• Read aloud stories</li> <li>• Brainstorming events about writing topics</li> <li>• Student /Teacher conference about writing</li> <li>• Publishing on the computer</li> <li>• Talking word processor</li> </ul>



			<ul style="list-style-type: none"> <li>• Sentence strips to record brainstorming ideas</li> <li>• Picture symbols</li> <li>• digital recorder for teacher and student dictation</li> <li>• Software program that allows the use of different characters, settings, and events to create stories</li> <li>• Reader's Theater</li> <li>• Digital books</li> <li>• Role play using manipulation with storyboard characters</li> <li>• Class-generated books</li> <li>• Graphic organizers to create personal or small group stories</li> <li>• Journal writing</li> </ul>
By the annual review of the IEP, the student will expand listening and speaking vocabularies by clarifying and explaining words orally with 90% accuracy on 8 out of 10 trials.	Oral Language2.2	Oral Language2.2 .	<p>TTAC Online SOL Enhanced + : What's Going to Happen Next?</p> <ul style="list-style-type: none"> <li>• Picture books with rich vocabulary and vivid pictures</li> <li>• Read aloud books and stories</li> <li>• Summarizing and sharing aloud their ideas</li> <li>• Pairing up to make predictions</li> <li>• Highlighting tape to emphasize new vocabulary words</li> <li>• Storyboard for vocabulary words</li> <li>• Graphic organizer to display predictions and story events</li> </ul> <p><u>Once Upon a Time...</u></p> <ul style="list-style-type: none"> <li>• Magazine pictures to develop a story</li> <li>• Oral statements generated within small groups to build their story</li> <li>• Sharing aloud the story with the entire class</li> <li>• Writing journal to record their newly-created story</li> <li>• Digital recorder to record student responses about story</li> <li>• Visual story chain</li> <li>• Sentence strips to visually outline and form the story</li> </ul>

### Sample: Measurable Reading/Writing Standards Based IEP Goals for 3<sup>rd</sup> Grade

3rd Grade Goals	Strand/Standard Current (2003)	Strand/Standard New (2010)	Strategies/Ideas for Instruction
By the end of the third grading period, using grade level fictional reading materials and graphic organizers, the student will determine the sequence of events, draw conclusions, and summarize the content with 80% accuracy.	Reading 3.5	Reading 3.5 Reading 2.8	<ul style="list-style-type: none"> <li>• what we <b>k</b>now, <b>w</b>ant to know, and what we <b>l</b>earned (KWL)chart</li> <li>• Storyboarding</li> <li>• Venn diagram</li> <li>• Interactive white boards</li> <li>• Journal writing</li> <li>• Character analysis chart</li> <li>• Organizational timeline</li> <li>• Sequencing of events cards</li> <li>• Character comparison chart</li> <li>• Story mapping</li> </ul>
By the end of the third grading period, the student will be able to use reference books and online resources to define words and gather information on specific topics with 80% accuracy in 3 out of 4 trials.	Reading 3.7	Reading 3.7	<p>Readwritethink Online Resource:  <a href="http://www.readwritethink.org/search/?resource_type=6&amp;grade=8">http://www.readwritethink.org/search/?resource_type=6&amp;grade=8</a></p> <p>Grade 3 Lesson Plan: <u>Alaska Native Stories: Using Narrative to Introduce Expository Text</u></p> <p>Student-generated products:</p> <ul style="list-style-type: none"> <li>• Interview report, student-created book</li> <li>• Listen and respond to a story by participating in a class discussion</li> <li>• Access a Website about the animal in the story to gather facts, write in student journal</li> <li>• Write and share a report during small group</li> <li>• Compare and contrast narrative and expository texts</li> <li>• what we <b>k</b>now, <b>w</b>ant to know, and what we <b>l</b>earned</li> </ul>

By the end of the second grading period the student will be able to identify and ask questions that are answered both in the title and the paragraph of a fiction or non-fiction passage with 85% accuracy in 3 out of 4 assessments.	Reading 3.5 Reading 3.6	Reading 3.5 Reading 3.6	<p>T/TAC Online SOL Enhanced +: <u>Biography</u></p> <p>Ask and answer questions about what is read using biographies of historical figures on the students' instructional level related to the event or time.</p> <ul style="list-style-type: none"> <li>• Graphic organizer with headings to sort related and unrelated information</li> <li>• T-Chart</li> <li>• Timeline</li> <li>• Comprehension cube</li> <li>• Interview and write biography</li> <li>• Paired reading</li> <li>• Sequence with graphic organizer</li> <li>• Text reader program</li> <li>• Make and confirm predictions</li> <li>• Digital books</li> </ul>
By the end of the second grading period, using graphic organizers, the student will compare and contrast settings, characters, and events and use that information to draw conclusions with 80% accuracy on classroom assignments.	Reading 3.5	Reading 3.5	<p>T/TAC Online SOL Enhanced +: <u>Analyzing Fairy Tales</u></p> <ul style="list-style-type: none"> <li>• Semantic feature analysis chart</li> <li>• PowerPoint</li> <li>• Venn diagram</li> <li>• Retelling</li> <li>• Compare/Contrast T-Chart</li> <li>• Comprehension web</li> <li>• Small group performance</li> <li>• Analysis chart to analyze fairytale</li> <li>• Work with partners, summarize details</li> <li>• Partner reading</li> <li>• Journal writing</li> <li>• T-Chart for during read aloud</li> </ul>

## Sample: Measurable Reading / Writing Standards Based IEP Goals for 4th Grade

4th Goals	Strand/Standard Current (2003)	Strand/Standard New (2010)	Strategies/Ideas for Instruction
When reading grade appropriate materials, the students will apply knowledge of word structure and context clues to determine the meanings of unfamiliar words with 80% accuracy by the end of the school term.	Reading 4.3	Reading 4.4	Wordsalve Instructional Materials - <a href="http://www.doe.virginia.gov/instruction/english/middle/wordsalve/index.shtml">http://www.doe.virginia.gov/instruction/english/middle/wordsalve/index.shtml</a> , Vocabulary Instruction with Videos - <a href="http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#">http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#</a>
When given grade appropriate reading materials, the student will combine information from various places in a passage or story to draw conclusions, distinguish between fact and opinion, identify cause-and-effect relationships and make inferences with 75% accuracy by the end of the third nine weeks.	Reading 4.5	Reading 4.5, 4.6	<a href="#">Elementary Reading Comprehension &amp; Vocabulary Strategies Videos</a> – demonstrations by Virginia teachers of vocabulary and comprehension strategies – <a href="http://www.doe.virginia.gov/instruction/english/elementary/">http://www.doe.virginia.gov/instruction/english/elementary/</a>  T/TAC Online SOL Enhanced + Lessons

Given a nonfiction reading passage with highlighted words, the student will choose the word reference materials most likely to contain relevant information and be able to select the correct definition of the highlighted, multiple meaning word in four out of five passages by the end of the second grading period.	Reading 4.3 d	Research 4.9 Reading 4.4	Enhanced Scope and Sequence for Grades k-5 Reading <a href="http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html">http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html</a> .  T/TAC Online Enhanced Scope and Sequence + Lessons
Given a piece of fiction and a story map, the student will be able to find language, setting details, and other information that help identify the author's purpose (e.g. inform, persuade, convince, entertain) with 100 % of the time by the end of the school year.	Reading 4.4a .	Reading 4.5 a, 4.6	<b>Interactive Reading</b> -combines a graphic organizer with researched-based reading comprehension strategies providing a framework that supports students prior to reading, during reading and after reading across the curriculum <a href="http://www.doe.virginia.gov/instruction/english/middle/">http://www.doe.virginia.gov/instruction/english/middle/</a>  Florida Center for Reading Research - <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf</a> , <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf</a> , <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf</a> , <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf</a>
Presented with information from various places in a nonfiction passage, the student will distinguish and identify in writing fact and opinion statements, cause and effect relationships,	Reading 4.5e	Reading 4.6f	Use column graphic organizers with reading passages and discussions To find facts and make inferences <ul style="list-style-type: none"> <li>• Use direct teaching strategies to ensure understanding of inferences</li> <li>• Gather details and make inferences</li> </ul>

and draw conclusions to make simple inferences with 80% accuracy by the end of the 3 <sup>rd</sup> grading period.			<ul style="list-style-type: none"> <li>• Find conclusions and support with facts</li> <li>• Use comic strips and cartoons to identify inferences that make things funny</li> </ul>
Given a nonfiction passage, the student will identify an important idea in the passage, and write a summary statement that provides at least two details related to the important idea with 80% accuracy on 3 out of 4 assignments.	Reading 4.5f	Reading 4.6f	<ul style="list-style-type: none"> <li>• Strategic Instruction Model Fundamentals of Paraphrasing and Summarizing</li> <li>• Graphic organizers for note-taking, charting, summary activities</li> <li>• Integrating Technology into the Classroom using Instructional Strategies based on the research from: <b>Classroom Instruction that Works</b> by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock @ <a href="http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html">www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html</a></li> </ul>
By the end of the school year, when provided with a prompt, a writing rubric and a graphic organizer, the student will independently create a focused writing plan, and construct an effective explanation, narrative or poem with 80% accuracy on 4 out of 5 final products.	Writing 4.7a	Writing 4.7b	<ul style="list-style-type: none"> <li>• Using cooperative learning groups, use jigsaw strategy to identify topics and plan</li> <li>• Think- pair- share-write</li> <li>• Partner interview-write-edit</li> <li>• Graphic organizers for note-taking, charting, summary activities</li> <li>• Use writing organizer software</li> <li>• Middle School Writing Modules in Support of Project Graduation - <a href="http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf">http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf</a> ; contains information on the five step writing process and helpful worksheets, Graphic Organizers for Writing -</li> </ul>

## Sample: Measurable Reading / Writing Standards Based IEP Goals for 5<sup>th</sup> Grade

5th Goals	Strand/Standard Current (2003)	Strand/Standard New (2010)	Strategies/Ideas for Instruction
By the end of the current school term, using timed teacher-selected fiction and nonfiction samples, the student will use the knowledge of root words, and prefixes and suffixes to decode unfamiliar words with 80% accuracy.	Reading 5.4b.	Reading 5.4c, 5.5m	<ul style="list-style-type: none"> <li>• Explicitly teach “un, re, in, dis” =58% of all prefixed words</li> <li>• “ed, ing” = 65% of all suffixed words</li> <li>• Teach all prefixes using same structure to recognize patterns and identify word meaning</li> <li>• Discuss the origin and meaning of some of the root words.</li> <li>• Use word walls, posters, word sorts</li> </ul>
Using nonfiction reading passages, the student will locate information, make inferences and support conclusions with the details from the passages using written or oral responses with 80% accuracy.	Reading 5.6c	Reading 5.5hi, 5.6g	<p>Use column graphic organizers with reading passages and discussions</p> <ul style="list-style-type: none"> <li>• To find facts and make inferences</li> <li>• Use direct teaching strategies to ensure understanding of inferences</li> <li>• Gather details and make inferences</li> <li>• Find conclusions and support with facts</li> <li>• Use comic strips and cartoons to identify inferences that make things funny</li> </ul>
When given a quarterly research project, the student will be able to accurately collect, evaluate, summarize and document the information successfully on 3 out of 4 assignments.	Writing 5.7a.	Research 5.9e	<ul style="list-style-type: none"> <li>• Using cooperative learning groups, use jigsaw strategy to identify topics and plan</li> <li>• Think- pair- share-write</li> <li>• Partner interview-write-edit</li> <li>• Graphic organizers for note-taking, charting, summary activities</li> <li>• Use writing organizer software</li> </ul>

## Sample: Measurable Reading / Writing Standards Based IEP Goals for 6<sup>th</sup> Grade

6th Goals	Strand/Standard Current (2003)	Strand/Standard New(2010)	Strategies/Ideas for Instruction
By June 8, 2012, the student will recognize and identify analogies and figurative language (e.g., simile, hyperbole) when reading fictional text with 80% accuracy as measured by 4 of 5 classroom assessments.	Reading, 6.3	Reading 6.4	Wordsalive Instructional Materials - <a href="http://www.doe.virginia.gov/instruction/english/middle/wordsalive/index.shtml">http://www.doe.virginia.gov/instruction/english/middle/wordsalive/index.shtml</a> , Vocabulary Instruction with Videos - <a href="http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#">http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#</a> , Doing What Works - <a href="http://dww.ed.gov/Adolescent-Literacy/Vocabulary-Instruction/practice/?T_ID=23&amp;P_ID=59">http://dww.ed.gov/Adolescent-Literacy/Vocabulary-Instruction/practice/?T_ID=23&amp;P_ID=59</a>
Through the use of graphic organizers, the student will draw conclusions, make inferences, identify plot and character development, compare and contrast and summarize grade level fiction, narrative non-fiction, poetry and informational text with 80% accuracy on class assignments by June 8, 2012.	Reading, 6.4 and 6.5	Reading 6.5	TTAC Online English Lesson Plans - <a href="http://www.ttaconline.org/staff/s_home.asp">http://www.ttaconline.org/staff/s_home.asp</a> , Graphic Organizers for Reading - <a href="http://www.washingtonco.k12.nc.us/siteimages/images/uploads/Graphic%20Organizers%20for%20Reading.pdf">http://www.washingtonco.k12.nc.us/siteimages/images/uploads/Graphic%20Organizers%20for%20Reading.pdf</a> , Doing What Works - <a href="http://dww.ed.gov/Adolescent-Literacy/Comprehension-Strategies/practice/?T_ID=23&amp;P_ID=60">http://dww.ed.gov/Adolescent-Literacy/Comprehension-Strategies/practice/?T_ID=23&amp;P_ID=60</a>
By the end of the third grading period, when provided a prompt, the student will use the five step writing process to write a five paragraph narrative, descriptive, or expository essay with main ideas and supporting details, and correct mechanics with 80%	Writing, 6.6	Writing 6.7	Middle School Writing Modules in Support of Project Graduation - <a href="http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf">http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf</a> ; contains information on the five step writing process and helpful worksheets and graphic organizers for writing - <a href="http://www.netrover.com/~kingskid/graphic/graphic.htm">http://www.netrover.com/~kingskid/graphic/graphic.htm</a> and <a href="http://www.eduplace.com/kids/hme/6_8/graphorg/">http://www.eduplace.com/kids/hme/6_8/graphorg/</a> Color-coding Topic Sentences and Supporting Detail Sentences -



accuracy on 4 out of 5 writing prompts according to the provided teacher made rubric.			<a href="http://www.facultyware.uconn.edu/products/16/McCormacCondon_Gentile.pdf">http://www.facultyware.uconn.edu/products/16/McCormacCondon_Gentile.pdf</a> Strategic Instruction Model Proficiency in Sentence Writing, Strategic Instruction Model Fundamentals in Sentence Writing, Strategic Instruction Model Fundamentals of Paraphrasing and Summarizing
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## Sample: Measurable Reading / Writing Standards Based IEP Goals for 7th Grade

Seventh Grade Goals	Standard/strand Current (2003)	Standard/strand New (2010)	Strategies/Ideas for Instruction
By the end of the school year, the student will use a variety of strategies (e.g., context clues, word study, morphology) to identify the meanings of unknown words in provided texts with 80% accuracy on 4 out of 5 trials.	Reading, 7.4	Reading 7.4	<p>Strategic Instruction Model Word Identification</p> <p>Strategic Instruction Model Vocabulary LINCing (strategy and routine),</p> <p>Wordsalive Instructional Materials - <a href="http://www.doe.virginia.gov/instruction/english/middle/wordsalive/index.shtml">http://www.doe.virginia.gov/instruction/english/middle/wordsalive/index.shtml</a>,</p> <p>Vocabulary Instruction with Videos - <a href="http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#">http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#</a>,</p> <p>Doing What Works - <a href="http://dww.ed.gov/Adolescent-Literacy/Vocabulary-Instruction/practice/?T_ID=23&amp;P_ID=59">http://dww.ed.gov/Adolescent-Literacy/Vocabulary-Instruction/practice/?T_ID=23&amp;P_ID=59</a>,</p> <p>Florida Center for Reading Research - <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf</a>,  <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf</a>,  <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf</a>,  <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf</a></p>

By the end of the third grading period, from a variety of texts, the student will identify narrative elements and text structure, in order to summarize, make inferences, and analyze author's purpose according to teacher constructed rubric or checklist with 80% accuracy on 4 out of 5 attempts on assessments covering the listed tasks.	Reading, 7.5	Reading 7.5	Florida Center for Reading Research - <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf</a> , <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf</a> , <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf</a> , <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf</a> , Council of Chief State School Officers (CCSSO) Content Area Literacy Guide – <a href="http://www.education.ky.gov/nr/rdonlyres/2d670309-9a31-427e-a85e-712fd1f2bc15/0/ccsso_contentliteracy.pdf">http://www.education.ky.gov/nr/rdonlyres/2d670309-9a31-427e-a85e-712fd1f2bc15/0/ccsso_contentliteracy.pdf</a>
By the end of the school year, the student will draft and revise a five paragraph essay that includes evidence of voice, tone, phrases and clauses that clarify meaning, vivid and figurative language, and sentence variety according to the teacher created rubric with 80% accuracy on 4 out of 5 trials for each element listed within the goal.	Writing, 7.8	Writing 7.7	Middle School Writing Modules in Support of Project Graduation - <a href="http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf">http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf</a> ; contains information on the five step writing process and helpful worksheets and graphic organizers for writing - <a href="http://www.netover.com/~kingskid/graphic/graphic.htm">http://www.netover.com/~kingskid/graphic/graphic.htm</a> and <a href="http://www.eduplace.com/kids/hme/6_8/graphorg/">http://www.eduplace.com/kids/hme/6_8/graphorg/</a>

## Sample: Measurable Reading / Writing Standards Based IEP Goals for 8<sup>th</sup> Grade

Eighth Grade Goals	Standards/strand	Strand/Standard New (2010)	Strategies/Ideas for Instruction
By June 1, 2012, the student will use affixes and knowledge of word origins to construct and decode grade level vocabulary with 80% accuracy as measured by teacher constructed assessments in 4 out of 5 trials.	Reading, 8.4	Reading 8.4	Middle School Writing Modules in Support of Project Graduation - <a href="http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf">http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf</a> ; contains information on the five step writing process and helpful worksheets, Graphic Organizers for Writing - <a href="http://www.netrover.com/~kingskid/graphic/graphic.htm">http://www.netrover.com/~kingskid/graphic/graphic.htm</a> and <a href="http://www.eduplace.com/kids/hme/6_8/graphorg/">http://www.eduplace.com/kids/hme/6_8/graphorg/</a>
By the end of the third grading period, the student will determine the author's impact, author's style, purpose of plot events, use of figurative language, cause and effect relationships in narrative, poetic, and informational grade level text through with 80% accuracy of 4 out of 5 trials on assessments of the specified analytic task(s).	Reading, 8.5	Reading 8.5	<a href="http://www.netrover.com/~kingskid/graphic/graphic.htm">http://www.netrover.com/~kingskid/graphic/graphic.htm</a> and <a href="http://www.eduplace.com/kids/hme/6_8/graphorg/">http://www.eduplace.com/kids/hme/6_8/graphorg/</a>

Through the use of graphic organizers, the student will analyze and correct sentence formation and paragraph structure with 80% accuracy in 4 of 5 attempts by June 1, 2012.	Writing, 8.8	Writing 8.8	Middle School Writing Modules in Support of Project Graduation - <a href="http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf">http://www.doe.virginia.gov/instruction/graduation/project_graduation/online_tutorials/english/materials/writing_middleschool.pdf</a> ; contains information on the five step writing process and helpful worksheets, Graphic Organizers for Writing - Strategic Instruction Model Sentence Writing Strategies and Paragraph Writing Strategies' Overview - <a href="http://www.kucrl.org/sim/brochures/LSoverview.pdf">http://www.kucrl.org/sim/brochures/LSoverview.pdf</a>
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## Sample: Measurable Reading / Writing Standards Based IEP Goals for 9<sup>th</sup> Grade

9 <sup>th</sup> Grade Goals	Standards/strand Current (2003)	Standards/strand New (2010)	Strategies/Ideas for Instruction
By the annual review of the IEP, the student, given a literary passage will be able to complete a graphic organizer and identify format, text structure and main idea with 85% accuracy.	Reading 9.3 (a)	Reading 9.4 (a)	<i>Project Graduation Reading Modules – Page 12</i> Virginia Department of Education POW (Purpose, Organization, Word Choice) Strategy to Analyze Nonfiction <a href="http://www.doe.virginia.gov/instruction/english/high/index.shtml">http://www.doe.virginia.gov/instruction/english/high/index.shtml</a> ↓
By annual review of the IEP, the student, given a literary passage and graphic organizer will explain the relationship between: characters, plot, setting, tone, point of view and theme with 85% accuracy.	Reading 9.3 (d)	Reading 9.4 (e)	TTAC Online SOL Enhanced Scope and Sequence for grades 9-12: Reading <i>Story Recycling</i> <a href="http://ttaonline.org/staff/sol/sol_sol_lessons.asp">http://ttaonline.org/staff/sol/sol_sol_lessons.asp</a>
By the end of the current school year using grade level materials, the student will evaluate the clarity and accuracy of information in non-fiction text, synthesis the information and identify and support a position or argument with 85% accuracy on 4 out of 5 collected work samples.	Reading 9.4	Reading 9.5	<a href="http://www.teachingliterature.org/teachingliterature/nonfiction.htmqies.html">www.teachingliterature.org/teachingliterature/nonfiction.htmqies.html</a>  <i>Prepare Assist and Reflect SQ3R</i> <a href="http://educatoral.com/reading_strategies.html">http://educatoral.com/reading_strategies.html</a>

## Sample: Measurable Reading / Writing Standards Based IEP Goals for 10<sup>th</sup> Grade

10 <sup>th</sup> Grade Goals	Standards/strand Current (2003)	Standards/strand New (2010)	Strategies/Ideas for Instruction
By the end of the current school year using templates, graphic organizers and anticipatory guides, the student will make predictions, draw inferences, and access prior knowledge to support reading comprehension with 85% accuracy on 4 out of 5 collected work samples.	Reading 10.3 (c)	Reading 10.4 (b)	Anticipation Guide, Possible Sentences or Possible Passages//  <a href="http://www.adlit.org/strategies/19712">http://www.adlit.org/strategies/19712</a>
By the annual review of the I.E.P., the student will use graphic organizers and other writing tools to generate, plan, organize ideas and complete an expository paper with 90% accuracy on 3 out of 4 final writing assignments.	Reading 10.7	Reading 10.6 (a)	Planning for writing. Prewriting strategies  <a href="http://www.bbc.co.uk/skillswise/words/writing/planningyourwriting/worksheet.shtml">http://www.bbc.co.uk/skillswise/words/writing/planningyourwriting/worksheet.shtml</a>
By the end of the current school year using grade level materials, the student will use reading strategies such as skimming, summarizing and highlighting to locate information in manuals and other informational text with 90% accuracy on 4 out of 5 collected work samples.	Reading 10.4 (b)	Reading 10.5 (c)	Determining importance in text - highlighting  <a href="http://www.liketoread.com/read_strats_importance.php">http://www.liketoread.com/read_strats_importance.php</a>

## Sample: Measurable Reading / Writing Standards Based IEP Goals for 11<sup>th</sup> Grade

11 <sup>th</sup> Grade Goals	Standards/strand Current (2003)	Standard/strand New (2010)	Strategies/Ideas for Instruction
By the end of the first semester, the student will use reading strategies to apply their knowledge of specific genres and generalized ideas to make predictions and draw conclusion about other informational materials with 85% accuracy on 4 out of 5 collected work samples.	Reading 11.4 (d)	Reading 11.5 (c)	Generalize ideas from selections to make predictions about other texts  Project Graduation - Module 1 <a href="http://www.doe.virginia.gov/instruction/english/high/index.shtml">http://www.doe.virginia.gov/instruction/english/high/index.shtml</a> ! "POW Strategy to Analyze Nonfiction" chart (found on p. 12 of Project Graduation)
By the end of the current school year, the student will read and follow directions to complete a personal portfolio that includes a resume, an application for college admission, for a scholarship, or for employment with 85% accuracy and revise to 100% accuracy with assistance.	Reading 11.4 (b)	Reading 11.5 (b)	Project Graduation - Page 25  "The Common Application for Undergraduate College Admission" found at <a href="http://www.collegecommonapplication.com">www.collegecommonapplication.com</a>



By the end of the current school year, the student will be able to combine simple sentences using coordinating conjunctions and subordinating conjunctions to create sentence variety with 90% accuracy in 3 out of 4 prompt writing samples.	Writing 11.8 (b)	Writing 11.7 (b)	<p>Project Graduation Writing Skills - Page 23</p> <p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</p> <p>“Sentence Combining: Coordination and Subordination” worksheet</p>
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## Sample: Measurable Reading / Writing Standards Based IEP Goals for 12<sup>th</sup> Grade

12 <sup>th</sup> Grade Goals	Standards/strand Current (2003)	Standard/strand New (2010)	Strategies/Ideas for Instruction
By the end of the current semester using grade level materials and or organizational tools, the student will be able to compare and contrast the use of dialogue, staging, character and scene as to how they contribute to the theme and dramatic effect in a variety of dramatic selections with 85% accuracy on two out of three collected work samples.	Reading 12.6 (d)	Reading 12.4	Analyze, compare and contrast characters in a drama  <a href="http://www.readwritethink.org/classroom-resources/student-si/drama-30012.html">http://www.readwritethink.org/classroom-resources/student-si/drama-30012.html</a>
By the end of the current semester given a variety of literary excerpts, the student will be able to identify six out of eight major literary forms with 85% accuracy.	Reading 12.3(a)	Reading 12.4(b)	Discussion of literature – online literature circles <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/thoughtful-threads-sparking-rich-1165.html">http://www.readwritethink.org/classroom-resources/lesson-plans/thoughtful-threads-sparking-rich-1165.html</a>  Identifying genres - worksheets <a href="http://www.ereadingworksheets.com/genre-worksheets/">http://www.ereadingworksheets.com/genre-worksheets/</a>
By the end of the current semester the student will use sample questionnaires, applications and resumes to generate, gather and organize ideas for planned technical writing with 100% accuracy on three out of four final products.	Writing 12.7(a)	Writing 12.6 (a)	<i>Microsoft Word</i> resume templates  Resume writing: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/help-wanted-writing-professional-1110.html">http://www.readwritethink.org/classroom-resources/lesson-plans/help-wanted-writing-professional-1110.html</a>

This document is provided as a resource of sample goals and strategies/ideas for instruction and is not designed to be used as official prototype. Goal development must be based on the individual needs of the student with a disability. The links in the documents were active at the time of development. In addition, the TTAC online SOL Enhanced Scope and Sequence Plus lesson titles are based on those that are posted as of 6/20/1011. They do not reflect the changes based on the new standards. When posted, the new enhanced scope and sequence will include the differentiated instruction within the one document. It can be found at [www.doe.virginia.gov](http://www.doe.virginia.gov)